

LEVEL ONE ELEMENTARY ARTS ENDORSEMENT PROGRAM

OVERVIEW

The purpose of the Endorsement is to create and support elementary teachers who use and teach the arts and develop themselves to act as arts leaders and advocates for their schools.

Application Form- Complete and submit to your District Arts Coordinator. Includes letters of recommendation and **Verification of Pre-requisites** competency sign off sheet.

Available resources and expected competencies can be found on the website:
<http://www.usoe.k12.ut.us/curr/FineArt/>

The Endorsement is competency based. Repeat these activities until you can demonstrate competency to your assigned evaluator. Much of the work can be done for college credit, lane change credit or re-licensure points.

Track your work on the **Credit Hours Tracking Sheet**

Available Coursework

- Attend 2 **Infinity** events per year. (see INFINITY leaflet)
- Attend the USOE Arts Networking conference each year you are in the program.
- Attend your District Arts Collaboration Meetings
- Attend your professional conferences as scheduled (Utah Dance Education Org. Utah Music Educators Assoc. Utah Theatre Assoc and Utah Art Educators Assoc.)
- Read and report on Weaving in the Arts or Creating Meaning through Literature and the Arts.

Other Professional Experiences Available

- Observe professional teaching artists
- Observe other classroom teachers who use the arts
- Bring in professional artists to your school
- Participate in side by side teaching with an artist
- Work with your assigned mentor

Documentation

- Keep a log which tracks all mentor contacts, coursework, observations of teaching artists, collegial collaboration and other related activities.
- Keep a journal with reflections on what you have learned and what you have implemented with students. This can be in your planner, mentor logs, or journal.
- Use the Target Worksheets for students to self assess and for you to self assess.
- Document examples of your leadership in the arts for your school.

Register and complete the **Level 1 Arts Endorsement Teaching Practicum-**

- Practicum includes compiling portfolio of materials, presenting to your peers, being observed by mentor and completing your final evaluation.

Complete a successful Exit Interview with your District Arts Co-ordinator (DAC)
DAC submits materials to USOE for USOE approval. **DAC Exit Sheet** will be provided.

LEVEL I ELEMENTARY ARTS ENDORSEMENT

APPLICATION

A Level I Arts Endorsement is for elementary educators who desire to develop expertise in teaching what is required in the Dance, Drama, Music or Visual Art Core Curriculum for K-6 students

Name: _____ E-Mail: _____ District _____
School _____ Phones: (w) _____ (h) _____ (c) _____
Area/grade you are teaching _____ Major: _____ Minor: _____
Desired Endorsement Area
Dance: _____ Drama: _____ Music: _____ Visual Arts: _____

Please include with your application:

- ☐ 1. License. Copy of your current Utah teaching license.
- ☐ 2. Write a one-page essay of your commitment to education in the arts for students and why you desire to seek this endorsement.
- ☐ 3. Reference letters. Obtain verification from colleagues, principal, and parents that you demonstrate a happy, motivating, nurturing rapport with elementary children and the ability to develop in them a love for the selected artform.
- ☐ 4. Track Record. Provide a calendar list of those professional development workshops or courses in dance/drama/music/art in which you have participated, and/or letters from colleagues, principal, and parents verifying that you have taught the arts and used them as learning strategies in your classroom over the recent years.
- ☐ 5. Skills and Knowledge in the Artform. Demonstrate your knowledge and competence in your selected art form to a Level IV specialist in your feeder system. Have them personally evaluate you on the appropriate art form prerequisite skills. Print **prerequisites verification form**. Have it signed and attach it to this application.
- ☐ 6. Approval Signatures
I am in support of the applicant's efforts to pursue the Level I Endorsement in _____ (state artform).

School

Signature of Principal

I am in support of the applicant's efforts to pursue the Level I Endorsement in _____ (state artform).

District

Signature of District Arts Coordinator

7. I verify that I understand the K-6 core curriculum and I am able to perform all of the skills in the K-6 core curriculum in my chosen art form. I Commit to the goals of this program, which are to build my skills to include:
1. Demonstrate a happy, motivating, nurturing rapport with elementary children and the ability to develop in them a love for the selected artform.
 2. Demonstrate intimate knowledge and understanding of *Life Skills and the mandated K-6 Core in the selected artform.
 3. Demonstrate a beginning knowledge and understanding of the elements and concepts intrinsic to artform.
 4. Demonstrate appropriate methods when teaching the artform, including creating of original student work and development of *Life Skills.
 5. Weave student self-assessment effectively into instruction.
 6. Demonstrate competency in producing a classroom visual art and/or performance event.
 7. Demonstrate effective methods when integrating the core knowledge and skills of the art form with other subject areas. (flexible to situation)
 8. Demonstrate knowledge/skill/use of quality sources, resources, and equipment in preparing and teaching the artform.
 9. Demonstrate commitment to and growth in the practice of reflective teaching.
 10. Perceive, analyze, and communicate the skills and techniques of Master teacher observed in Infinity events, PD conf., videos, etc.

Applicant's Signature _____

Submit this Application (which includes this page and the materials listed in 1-6 above) to your District Arts Coordinator or Carol Ann Goodson at: Utah State Office of Education, P.O. Box 144200, Salt Lake City, UT, 84114-4200.

LEVEL 1 ELEMENTARY ARTS ENDORSEMENT
PRE-REQUISITE VERIFICATION FOR CANDIDATE

Please have this form completed by a level 4, secondary certified teacher in your art form that has been approved by your DAC.

Bring a copy of the Scope and Sequence in your art form for their review so they are aware of the K-6 skills required in the core curriculum.

Endorsement Candidate Name: _____

Please verify that this candidate can demonstrate knowledge about and skill in the artform they have chosen to pursue for a K-6 curriculum endorsement.

Have them demonstrate and/or discuss the skills described in the scope and sequence for the selected art form and in the basic skills, which are summarized below.

Dance.

- Performs axial and locomotor movements.
- Demonstrates knowledge about the body, time, space and energy.
- Has some understanding of the creative process.

Drama.

- Dramatizes literature and can do improvisation.
- Can teach “in-role” using dramatic characterization in voice and body gesture.
- Can create dramatizations that explore characters, emotions and story line.

Music.

- Sings in tune and has a good sense of rhythm and beat.
- Sight reads standard notation
- Plays at least one classroom instrument in solo and as an accompanist.

Visual Art.

- Demonstrates basic drawing skills
- Has experience in painting
- Can run a clay project

I certify that the endorsement candidate listed above successfully demonstrated the pre-requisite skills and knowledge in the art form circled above according to the skills listed above and on the Scope and Sequence provided.

Name of Level IV Specialist _____

School and teaching assignment _____

Comments:

Signature _____

Attach this form to the Endorsement Application Form

Elementary **Visual Arts** Curriculum Endorsement Content

Visual Art Competencies to be developed over the next 3 years:

- Knows the K-6 core curriculum in visual arts, being able to develop lessons sequentially and **teach that material**.
- Can direct a large group of children in exploring a variety of (age appropriate) materials and teach basic observational skills.
- Can demonstrate the use of line to make basic shapes, combining those shapes to make objects and utilize line in repeating patterns and simple textures.
- Knowledgeable about spatial concepts of overlapping, size differences and common 3-Dimensional forms (for grade level)
- Able to manipulate color in expressing emotion. Can apply primary colors to make secondary colors and alter color value.
- Can illustrate the concept of light side-dark side of an object.
- Recognize and expose students to the following design principles of repetition, balance and emphasis.
- Find examples and discuss the elements and principles of art in masterpieces, and cultures.
- Tie visual arts concepts to other core curriculum.
- Able to evaluate and assess student achievement, using reflective practices.
- Curate a student exhibition.

Available Resources

- Art posters produced by the Springville Museum of Art and the University of Utah Museum of Fine Art.
- SWAP State-Wide Art Partnership's "Art Talks" and "Evenings for Educators" for additional information contact: Dr. Virgil E. Jacobsen, Springville Museum Phone: (801)489-2727
- "Art in the Sun" Utah Art Education Association's Conference
www.uaea.nebo.edu
- State of Utah Office of Education Fine Arts curriculum, networking conference and Infinity website www.usoe.org
- Internet Artwork site fulcrum@gallery.com
- Book list:
 - Drawing with Children by Mona Brookes ISBN 0-87477-8271-1
 - Art is Elementary by Charles Stubbs
 - 91 Artists by Leon Jones (order through the State Office of Education)

Elementary **Dance** Curriculum Endorsement: **A Closer Look**

Dance Competencies to be developed over the next 3 years

- Can take large groups of children into the dance room, accompany them with drumming and lead them in developmentally appropriate dance lessons.
- Know the K-6 core curriculum in dance and be able to develop lessons sequentially and developmentally to teach that material to the students.
- Can manipulate space, time and energy to create dances.
- Understands spatial concepts, i.e. pathways, level change and axial vs. locomotor movement etc.
- Understands elements of timing, and can discuss and express quality of movement.
- Has been exposed to cultural dance and knows the value of dance in world history and in building communities and developing individuals.
- Knows how to safely train the body as an instrument.
- Creates performance opportunity for students to perform for each other or for parents.
- Understand music, rhythm and beat to provide accompaniment and appropriate music choices to support the dance.
- Can evaluate and assess student achievement and effectively use reflective practice
- Integrate dance into the teaching of other core curriculum subjects.
- Gain a basic understanding of music, drama and visual arts education for elementary schools.

Available Resources

- Virginia Tanner Creative Dance for Teachers' Professional Development Workshop taught by Children's Dance Theater at the University of Utah is your required methods course.
- Ririe Woodbury Dance Company, RDT Dance Company, Ballet West and Children's Dance Theatre all have performances for public schools and artist in residency programs. Contact them for details
- KINNECT- BYU student performing and lecture dem group will come to your school to perform assembly and teach dance to your students contact Marilyn Berrett for prices and scheduling.
Marilyn_Berrett@byu.edu.
- Book List:
 - Move! Learn! Dance A k-6 Dance Teaching Resource Guide by CDT RW and RDT available through the
 - Teaching the Three R's Through Movement by Anne Green Gilbert
 - Creative Dance for All Ages NDA/AAHPERD

Elementary DRAMA Curriculum Endorsement

DRAMA Competencies to be developed over the next 3 years:

- Skillfully takes a group of children (one class) and engages them in process drama activities that develop their dramatic role-playing abilities.
- Knows the K-6 core curriculum in DRAMA and develops lessons developmentally and sequentially to teach that material to the students.
- Engages children in the study of the elements of DRAMA (analyzing, practicing, constructing, and applying) in an artistic and joyful manner.
- Adds movement/body and vocal technique to enhance student participation in DRAMA
- Involves students in the transformation of space into theatre forms, including realistic plays, musicals, mime theatre, mask theatre, reader's theatre, puppet theatre, performance art, and many others.
- Guides the development of emotional memory when developing character representation.
- Chooses developmentally appropriate narrative and dramatic literature for students.
- Directs students in helping them share dramatic presentations and find performance opportunities.
- Evaluates and assesses student achievement and effectively uses reflective practice.
- Integrates DRAMA into the teaching of other core curriculum subjects.
- Possesses a basic understanding of dance, DRAMA, and visual arts education for elementary students.

Available Resources

- UTA (Utah Theatre Association)
- USOE Infinity events
- USOE Networking Conference
- AATE (American Alliance for Theatre and Education)
- YTU (Youth Theatre at the U)
- ETA (Educational Theatre Association)

Elementary Music Curriculum Endorsement

Music Competencies to be developed over the next 3 years:

- Skillfully takes a group of children (one class) and engage them in singing games and simple folk songs that develop their singing and listening abilities.
- Knows the K-6 core curriculum in music and develop lessons developmentally and sequentially to teach that material to the students.
- Engages children in the study of the elements of music (rhythm, melody, texture, harmony, form, tone color, tempo, dynamics) in an artistic and joyful manner.
- Safely trains the child's voice as an instrument.
- Manipulates pitch, duration, volume, timbre, to create musical ideas and motives.
- Creates performance opportunity for students to perform for each other or for parents.
- Adds movement and body percussion patterns to enhance the music experience of students.
- Uses simple unpitched percussion instruments to add accompaniment or textural sounds to songs.
- Creates instrumental melody or harmony using recorders, Orff instruments, ukeleles, autoharps, guitars, keyboards.
- Teaches how to care for classroom instruments.
- Chooses developmentally appropriate music literature for students.
- Evaluates and assess student achievement and effectively use reflective practice.
- Integrates music into the teaching of other core curriculum subjects.
- Possesses a basic understanding of dance, drama, and visual arts education for elementary students.

Available Resources

- TECM (Teachers of Elementary Classroom Music) conference held in connection with UMEA(Utah Music Education Association)
- USOE Infinity events
- USOE Networking Conference
- Orff workshop series, Kodaly summer workshop, Education Through Music(ETM) course of study
- Utah Opera, Utah Symphony- both have performances for public schools with either docent presentations or artist in residency programs.
- USOE Songbook with lesson plans, accompaniment and movement CDs
- State adopted music series-Scott Pearson and McGraw Hill Publishers
- Salt Lake Children's Choir, International Children's Choir, Cache Children's Choir, all provide good models

LEVEL I ELEMENTARY ENDORSEMENT IN ART, DANCE, DRAMA, OR MUSIC

CHECK LIST AND TRACKING SHEET

Detailed mentor and collaboration logs should be kept separately in your journal, planner or on log sheets to record what was discussed and for you to reflect on your learning. Use this sheet to summarize.

Requirement/competency to be met Collaborate with DAC, mentor and principal. Repeat activities until you can demonstrate competency. <i>At least 18 credit hours total for endorsement</i>	Dates accomplished where and how (1 sem. hour =14 seat/implementation hours)	Total hours spent	Credit posted
1. Complete an Infinity Event in each art form (or equivalent as determined by Mentor.) Consult with your Mentor for your collegial reflections assignment for credit	Art		
	Dance		
	Drama		
	Music		
2. Conferences and Workshops Attended			
3. Applicable College coursework taken			
4. Read <i>Weaving in the Arts</i> and/or <i>Creating Meaning Through Literature & the Arts</i> . Report on your understanding and implementation of integration.			
5. Use core target worksheets for students to reflect on learning and self assess. Reflect on reported student learning to improve instruction and learning.			
6. Use Teaching methods that are effective and appropriate in the artform, in pedagogy, student rapport and classroom management. Appropriately integrate assessment throughout instruction.			
7. Produce a classroom demonstration performance/exhibition event in which students display student created work and the process they went through to produce it.			
8. District Arts Collaboration Meetings			
9. Hours with assigned mentor			
10. Collegial Collaboration.			
11. Presentation to Peers.			
12. Observation of Professional Teaching Artists. Report your perceptions and analysis of their skills and techniques.			
13. Professional Artists in your school, performing or teaching.			
14. Acquire and list equipment and resources necessary to teach your artform.			
15. Practicum – See list of requirements including portfolio description.			2 crdt hours
<p>The activities listed above are designed to prepare you to be evaluated according to these competencies:</p> <ol style="list-style-type: none"> Demonstrate a happy, motivating, nurturing rapport with elementary children and the ability to develop in them a love for the selected artform. Demonstrate intimate knowledge and understanding of *Life Skills and the mandated K-6 Core in the selected artform. Demonstrate a beginning knowledge and understanding of the elements and concepts intrinsic to artform. Demonstrate appropriate methods when teaching the artform, including creating of original student work and development of *Life Skills. Weave student self-assessment effectively into instruction. Demonstrate competency in producing a classroom visual art and/or performance event. Demonstrate effective methods when integrating the core knowledge and skills of the art form with other subject areas. (flexible to situation) Demonstrate knowledge/skill/use of quality sources, resources, and equipment in preparing and teaching the artform. Demonstrate commitment to and growth in the practice of reflective teaching. Perceive, analyze, and communicate the skills and techniques of Master teacher observed in Infinity events, PD conf., assigned videos, etc. 			

LEVEL I ELEMENTARY ARTS ENDORSEMENT

TEACHING PRACTICUM

The Teaching Practicum was established to give you practice and professional feedback in teaching the arts and to give you credit for your work. Requirements for the practicum include:

1. **Work with your assigned mentor.** Be sure they watch you teach.
2. **Present to your peers** about a topic in your artform
3. **Compile a Professional Portfolio**, which demonstrates your skill and ability as a teacher in your artform. Include enough material to demonstrate competency k-6 in your artform, your basic ability in other artforms and your ability to integrate the arts across curriculum. Identify which competency (listed at the bottom of the Checklist and Tracking Sheet) is being demonstrated by each article in the portfolio. Portfolio can be submitted electronically or hardcopy. Review it with your mentor and your **DAC**. (District Arts Coordinator)
 - Show samples of student work. Photos or video will be okay.
 - Video your self teaching. (optional)
 - Complete, record, and report on a project in the artform that builds community.
 - Include Checklist and Tracking Sheet.
 - Include all assignments you complete in workshops and continuing education.
 - Include a log of mentor time, collegial collaboration and networking meetings.
 - Keep a personal journal of what you learn, teach and experiment with. This can be in your planner, mentor log or personal journal. Evaluate each activity you teach and/or participate in and discuss what was effective and what could be improved. This information can be used to write your final reflection.
4. **Final Reflection:** Reflect in writing on your professional growth and commitment to arts education. Include the following:
 - a. In what ways have you grown in your art form. Reflect on your skills knowledge, understanding and passion.
 - b. What collegial relationships have you developed to support and enrich your personal and professional life.
 - c. How have you grown in your ability to help students develop skills and understanding in the art form and to develop a love or appreciation for the art form.
 - d. Describe how you see yourself being a “presence for the arts” in your school.
5. Call your DAC to schedule your final evaluation.
6. Evaluator will observe and evaluate your teaching and review your portfolio. Evaluation is submitted to the DAC.
7. Complete any additional requirements from your DAC to demonstrate competency.
8. Successful Exit interview with DAC- DAC submits materials to USOE

Celebrate!!!! You are now an Endorsed Arts Advocate and leader for your school

LEVEL I ELEMENTARY ARTS ENDORSEMENTS
IN ART, DANCE, DRAMA OR MUSIC
DAC EXIT INTERVIEW SHEET

Name _____ District _____ School _____ Date of Acceptance into Program _____

E-mail _____ Phones: (w) _____ (h) _____ (c) _____

SS#/CACTUS # _____ Major: _____ Minor: _____

You must have a current license. Identify your area of concentration: Elementary ____ Early Childhood. ____

I certify that this applicant has completed the requirements and demonstrated competency for the Level I Endorsement in _____ (state which artform). I recommend they receive a level 1 arts endorsement on their teaching certificate.

Comments:

District

Signature of District Arts Coordinator

Directions: Application packet materials must include this form, the finished Application for acceptance into the program, the Credit Hours Tracking Sheet, applicant's Final Reflection, and the processing fee. \$35 if paid by individual \$30 if paid by district. Check is made out to USOE. Mail packet to:

*Carol Goodson USOE Fine Art Specialist
Utah State Office of Education,
P.O. Box 144200,
Salt Lake City, UT, 84114-4200.*

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USOE USE ONLY

Date Exit Sheet Received _____ Date Exit Sheet Reviewed _____

Applicant has successfully completed all requirements.

USOE Fine Arts Specialist

Date